



## PINE STREET ELEMENTARY

500 S. Pine St.  
Spartanburg, South

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	768 Students	
<b>Principal</b>	Anne Chapman Jeter	864-594-4470
<b>Superintendent</b>	Dr. Thomas D. White, Jr.	864-594-4400
<b>Board Chair</b>	Sharon D. Porter	864-594-4400

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

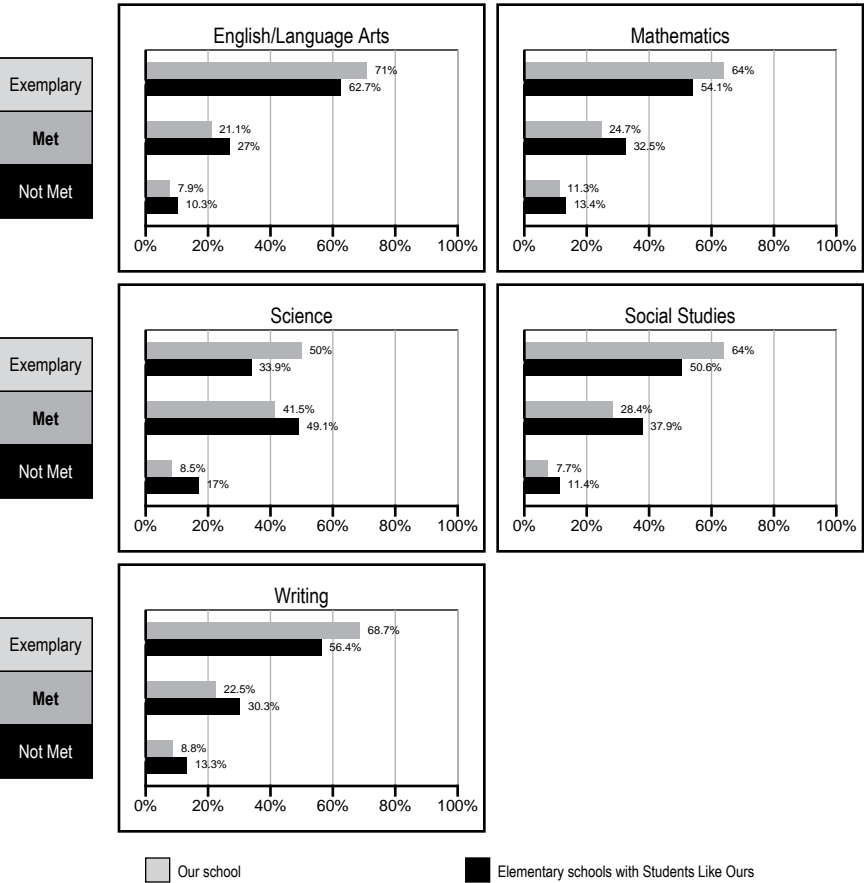
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
20	1	0	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=768)</b>				
First graders who attended full-day kindergarten	96.5%	Up from 95.4%	99.2%	100.0%
Retention rate	0.0%	Down from 1.3%	0.4%	1.2%
Attendance rate	96.4%	Down from 96.5%	96.8%	96.1%
Eligible for gifted and talented	49.8%	Up from 44.0%	29.6%	11.7%
With disabilities other than speech	6.1%	Up from 5.6%	7.3%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=59)</b>				
Teachers with advanced degrees	72.9%	Up from 70.2%	65.1%	60.5%
Continuing contract teachers	83.1%	Up from 82.5%	89.5%	84.6%
Teachers with emergency or provisional certificates	1.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	92.7%	Up from 92.5%	89.4%	87.0%
Teacher attendance rate	95.2%	Up from 94.7%	95.2%	95.4%
Average teacher salary*	\$52,763	Down 1.8%	\$49,311	\$47,288
Professional development days/teacher	16.6 days	Down from 17.1 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.0 to 1	20.7 to 1	19.2 to 1
Prime instructional time	90.5%	Up from 90.2%	92.0%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 98.5%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,843	Down 1.0%	\$6,854	\$7,548
Percent of expenditures for instruction**	77.7%	Up from 77.0%	70.2%	68.7%
Percent of expenditures for teacher salaries**	74.1%	Down from 74.6%	67.6%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Pine Street Elementary School just completed an exciting year exploring arts infusion. As an Arts in Basic Curriculum site for 21 years, arts infusion was a natural progression towards a stronger academic arts program. With arts infusion, teachers actually use the arts to teach their core curriculum. Imagine these classrooms... History comes alive as a third grade class creates costumes, props, scenery, and a script to re-enact Revolutionary War battles. A kindergarten class studies different shapes and lines in famous pieces of art. A group of second graders create dances to learn about a butterfly's life cycle. Arts infusion emphasizes active learning. It gives greater context to students' learning and makes their educational experiences more meaningful.

Teachers are learners, too, and have spent much of this year participating in professional development opportunities. In addition to using our own talented arts specialists, we have also brought in Kennedy Center artists. Furthermore, we have sent teachers outside the school for professional development sessions. Our professional development opportunities are funded through the Distinguished Arts Program grant, ABC grant, Palmetto Gold, and district funds.

Congratulations go out to our entire school community! Pine Street School received an excellent on both the absolute and growth rating on this year's annual school report card and met 100% of our AYP objectives. As a result, we received the Palmetto Gold award for the ninth consecutive year. We are extremely proud of our students, teachers, parents, and community for their hard work! Pine Street school continues to be a model school in the Upstate.

Our exceptional PTO provided funds to enrich learning opportunities and celebrations for our students. Students participated in a variety of grade level events, including Dr. Seuss Day, Earth Day, a Chinese celebration, Grandparents' Day, An Evening with the Arts, Medieval Day, Immigration Day, and Yankee Doodle Day. Other PTO sponsored events included our Back to School BBQ, Sally Foster Gift Wrap sale, Box Tops for Education, and tutoring programs.

To promote health and fitness, our students had opportunities to participate in our Walking and Running clubs, Girls on the Run, Walk and Wheeling Wednesdays, Walk to School Day and Bike to School Day, and Dance Ensemble. We are near completion of a grant-funded project to improve pedestrian and cyclist safety in our surrounding neighborhood.

Through our Student Council, we were able to make donations to the Humane Society, Relay for Life, Second Presbyterian Soup Kitchen, and the Haiti Relief Fund.

We continue to focus on Pine Street's motto, "Excellence is Expected and is Our Standard," to ensure that every child receives the best education possible in preparation for a future of academic excellence.

Anne Chapman Jeter, Principal, and Kelly Barrett, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	100	57
Percent satisfied with learning environment	94.7%	89.0%	93.0%
Percent satisfied with social and physical environment	93.0%	91.0%	94.7%
Percent satisfied with school-home relations	100.0%	92.0%	86.0%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	437	100	7.9	21.1	71	95.4	79.3	83.5	Yes	Yes
<b>Gender</b>										
Male	231	100	9.5	22.3	68.2	95.5	75.6	80.1	N/A	N/A
Female	206	100	6.1	19.8	74.1	95.4	83.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	321	100	3.8	16.6	79.6	97.8	89.5	89.6	Yes	Yes
African American	105	100	22.6	36.6	40.9	87.1	72.3	74.6	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.1	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	47.2	38.9	13.9	69.4	41.9	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79.6	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	117	100	23.1	37.5	39.4	85.6	72.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	437	100	11.3	24.7	64	93.8	76.1	80.4	Yes	Yes
<b>Gender</b>										
Male	231	100	10.9	23.6	65.5	93.6	73.2	78.4	N/A	N/A
Female	206	100	11.7	25.9	62.4	93.9	79.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	321	100	5.1	21.3	73.6	97.5	88.7	87.8	Yes	Yes
African American	105	100	33.3	36.6	30.1	80.6	67	69.3	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.4	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	90.9	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	66.7	25	8.3	50	36	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	84.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	117	100	32.7	41.3	26	81.7	68.7	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	274	100	8.5	41.5	50	91.5	64.3	67.3
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**Gender**

Male	135	100	7.1	42.5	50.4	92.9	62.8	66.9
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Female	139	100	9.8	40.6	49.6	90.2	65.9	67.7
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**Racial/Ethnic Group**

White	200	100	4.6	35.4	60	95.4	84.4	79.6
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African American	65	100	22.8	59.6	17.5	77.2	50.9	49.7
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Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	75	84.4
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.2	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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**Disability Status**

Disabled	24	100	52.4	42.9	4.8	47.6	26.5	33.8
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.5	58.6
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**Socio-Economic Status**

Subsidized meals	69	100	21.7	60	18.3	78.3	52.7	55.4
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**Social Studies**

All Students	274	99.6	7.7	28.4	64	92.3	68.1	70.9
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**Gender**

Male	143	99.3	9.4	23.2	67.4	90.6	66.7	70.1
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Female	131	100	5.7	34.1	60.2	94.3	69.7	71.7
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**Racial/Ethnic Group**

White	197	99.5	3.1	22.8	74.1	96.9	84.3	79.2
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African American	71	100	22.2	46	31.7	77.8	56.1	58.4
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.3	86.8
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.9	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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**Disability Status**

Disabled	25	96	40.9	40.9	18.2	59.1	31.8	39.3
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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**English Proficiency**

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.8	68
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**Socio-Economic Status**

Subsidized meals	78	98.7	21.4	51.4	27.1	78.6	57.7	60.8
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Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	437	99.3	8.1	22.7	69.2	91.9	66.5	72.1	96.4	95.5
Gender										
Male	229	99.6	9.1	26.8	64.1	90.9	60.5	65.2	96.4	95.3
Female	208	99	7	18.1	74.9	93	73	79.2	96.3	95.7
Racial/Ethnic Group										
White	323	99.4	4.4	19	76.6	95.6	80.8	80.8	96.5	95.6
African American	103	99	21.5	37.6	40.9	78.5	56.6	59.7	96	95.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	78.5	87	96.9	96.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	62.2	64.6	94.2	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	92.2
Disability Status										
Disabled	42	100	48.7	33.3	17.9	51.3	19.5	27.7	96.6	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	72.1	63.7	96.6	96.5
Socio-Economic Status										
Subsidized meals	113	98.2	23.1	39.4	37.5	76.9	56.1	61.9	95.1	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	115	100	9.9	19.8	70.3	90.1
	4	117	100	11.4	19.3	69.3	88.6
	5	111	100	8.4	23.4	68.2	91.6
	6	107	100	8.7	27.9	63.5	91.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	104	100	4	17	79	96
	4	111	100	11.5	20.2	68.3	88.5
	5	111	100	5.6	19.4	75	94.4
	6	111	100	10.5	27.6	61.9	89.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	115	100	20.7	25.2	54.1	79.3
	4	117	99.2	8.8	31.9	59.3	91.2
	5	111	100	12.1	31.8	56.1	87.9
	6	107	100	12.5	34.6	52.9	87.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	104	100	10	14	76	90
	4	111	100	11.5	27.9	60.6	88.5
	5	111	100	11.1	29.6	59.3	88.9
	6	111	100	12.4	26.7	61	87.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	57	100	18.5	31.5	50	81.5
	4	117	100	6.1	45.6	48.2	93.9
	5	57	100	13	38.9	48.1	87
	6	52	100	17.6	60.8	21.6	82.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	8.2	30.6	61.2	91.8
	4	111	100	6.7	40.4	52.9	93.3
	5	55	100	11.3	47.2	41.5	88.7
	6	56	100	9.3	48.1	42.6	90.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	58	100	5.3	33.3	61.4	94.7
	4	117	100	4.4	41.2	54.4	95.6
	5	54	100	9.4	20.8	69.8	90.6
	6	55	100	5.7	41.5	52.8	94.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	7.8	21.6	70.6	92.2
	4	111	100	7.7	30.8	61.5	92.3
	5	56	98.2	7.3	29.1	63.6	92.7
	6	55	100	7.8	29.4	62.7	92.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	115	100	13.4	19.6	67	86.6
	4	117	100	8.8	31.6	59.6	91.2
	5	110	100	10.2	27.8	62	89.8
	6	106	100	9.6	39.4	51	90.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	100	7	22	71	93
	4	113	100	9.4	19.8	70.8	90.6
	5	112	97.3	8.4	22.4	69.2	91.6
	6	111	100	7.5	26.4	66	92.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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